



*Parteen National School*

*Parteen*

*Co. Clare*

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### **Promoting Oral Language Development in the Home 3<sup>rd</sup> - 6<sup>th</sup> Class**

*Here is a list of suggested ways that oral language can be practiced and developed whilst we are not in school.*

#### **Daily News:**

*Ask your child each day to tell you their news. Try and get them to say it sequentially eg. First I..., Next I..., Then I..., Finally I...*

*When they tell you their news probe them further, e.g. "Oh you had your breakfast? What did you eat? What did you drink? How did you prepare that?" etc.*

#### **Conversations:**

*Follow your child's lead and respond with interest to anything that has caught their attention and try to have the conversation-go back and forth at least five times. The more conversations children have the more talking practice and information they have to build their language skills.*

#### **Talk about experiences:**

*Prompt your child to describe something they have done, seen, or heard about. Use comments and questions to encourage them to recount the order of events. Probe them for further information. Do this regularly.*

### Role play

Children love taking part in roleplay!! The role plays could be based on a book that they are currently reading, a film or programme that they are watching or something that they have seen whilst out and about.

Children also enjoy character-in-role- i.e. they become a character in a book or film and other people ask them questions. They answer the questions as if they are the character.

### Puppets

Children of all ages love puppets! They can make up and act out stories, practicing story words and voices. They can perform a puppet show at the end.

The puppets can be finger puppets and homemade. This craft activity is lots of fun and provides lots of opportunities for oral language.

### Talk about things

Encourage your child to talk about their own feelings and how someone else might be feeling in a certain situation. Explain the reason for a particular event in the story they are reading and ask them to predict what might happen next in a story/book/film/ programme, Get them to think about what they would think, feel or do in a situation they haven't experienced.

A lot of children may be worried about the Coronavirus at the moment, Simon Harris did a superb interview on RTE 2 last week where children asked him their questions on Covid 19 and he answered. It is well worth a watch. You could then further discuss the current situation with your child/ children.

The interview is available here:

<https://www.limerickpost.ie/2020/03/27/simon-harris-who-can-do-the-most-its-you-and-its-your-family/>

### Board Games:

The following board games are good to promote language:

- Guess Who?
- Headbanz?
- Don't Say it
- Catchphrase Junior
- Cranium

\*\*\* A lot of these are available in iPad/tablet form \*\*\*

## **Songs and Rhymes provide lots of opportunity for oral language development**

### **Categorising Games:**

*How many colours/ countries/ boys names/ girls' names/ fruit/ vegetable/animals/fish/ shapes etc. can you name?*

*This can be turned into a competition with other family members.*

### **Story Cubes**

*A story cube is very similar to a dice but instead of numbers it has a picture or a word or a sentence. The children throw the cube and the object/ word/ sentence on the side that is facing up must be put into a story. To make it harder throw two or three cubes.*

*Cubes can be downloaded from [www.storycubes.com](http://www.storycubes.com)*

*If you wanted to make your own story cube you could print a template for a 3D cube (type cube net template into google) and draw your own pictures or write your own sentences.*

### **Barrier Games:**

*In a barrier game, two players sit across from each other with a barrier, such as a folder/school bag between them. Each player has duplicate scenes and objects. Place the barrier so that each player is unable to see the other player's scene and objects. One player—the directing player—chooses where to set each object on his/her scene. The directing player then gives verbal directions to help the other player set up his/her scene exactly the same way. The barrier keeps both players from seeing each other's scene during this process. Each player must be very attentive, patient, and clear in his/her descriptions or questions in order to match the two scenes. Once the players feel like their scenes match, let them compare their scenes.*

*Lego/ beads/ cars/ pictures/ toy animals can be used to create the scenes, with wallpaper/ colouring books/coloured paper used to make the background.*

*Here are some ideas to help you get started*

<https://www.scoilnet.ie/uploads/resources/24381/24104.pdf>

### **Problem Solving/ Dilemmas:**

*Give children a problem or dilemma to solve and get them to discuss their rationale and reasoning behind it.*

*For Example: Five players on the team were asked by their coach to do a job which involved putting pages into envelopes, sealing them, writing an address label and sticking the label on the envelopes. One of the pupils left the group after a half hour. Another didn't feel well and did not do much of the work. A third talked a lot during the task, and slowed everything down. When the task was finished, the coach gave one of the other two pupils a five euro note to divide between the pupils. How should it be shared out?*

### **Classifications:**

*Choose 4/ 5 categories in your own head and 4 or 5 things within each of these individual categories. Compile a list mixing all the words up. The child must then read the list and decide the categories and sort accordingly.*

*For example : Apple, banana, pizza, bottle, cauliflower, book, egg, hammer, knife, saucepan, box, ruler, cabbage, computer, chainsaw, cheese, ladder, pen, screwdriver, bag, carrot, kiwi, tomato, ham, grape, orange, pineapple ...*

*Categories might be fruit/vegetables/ stationary/ tools and household objects and the items filled in accordingly.*

### **Same/ Different:**

*Give children 2 items that are connected and they must then explain if these items are the same or different and why*

*For example:*

*Bicycle/car*

*story/poem*

*Potatoes/chips*

*Shoes/gloves*

*aeroplane/bird*

*Milk/ fizzy drinks*

*Cows/horses*

*cup/glass*

*Tent? House*

*Torch/light bulb*

*TV/computer*

### **Picture Stimulus:**

*Choose any picture. The picture can be sourced from a book/ comic/ magazine/ the internet etc.*

- *Spot the difference*
- *Odd one out*
- *What's wrong with the picture?*
- *I spy ...*

- *Who/what is in the picture*
- *Where the picture is set*
- *What's happening in the picture*

### **Choose a Topic:**

*You could choose a topic a week and make lots of word games out of that one topic e.g. the topic this week could be food*

### **'Food' Word Games**

- *Name a food that is yellow/green/white/black*
- *Name something cold, hot, small, tall, wet, dry, sticky, soft, bright, dark, smelly, tasty, bitter, rancid ...*
- *I like ... food in alphabetical order; expand to include an adjective*
- *Food word chain – apple, egg, gravy, yogurt, tomato, onion ...*
- *Eating and drinking verbs – how many words can we use to describe*  
*Eating: eat, devour, chomp, consume, stuff, cram, dine, feast, bite, chew, crunch, gobble, gnaw, munch, nibble, peck, and lick;*  
*Drinking: gulp, sip, slurp, swallow, swig, suck, wash it down ...*
- *Metaphor – If I were a food, I'd be a ... because ...*
- *Food Opposites – hot/cold, hard/soft, spicy/mild/bland, sweet/sour/bitter*
- *Name a food you can crunch, peel, you must cook, eat with a spoon, spread on bread, grows on a tree/in the ground, you can scoop,*
- *Finish the sentence – a loaf of, can of, cake of, glass of, a bottle of, tube, pot, jar, box, tin, packet, carton; a ... of beans/cornflakes/sugar*
- *Name something in the kitchen that has a lid/spout/ cover/ handle/ knob/ timer/ switch/ door;*
- *Name something in the kitchen that you can turn/open/push/pull/lift/fill/is electrical*

### **Simple Oral Language Games (which are great fun!!)**

**Eat an alphabet:** *Get your children to describe how hungry they are starting with the letter A and taking turns. The trick is to remember what everyone said before you. 'I'm so hungry I could eat an apple.' 'I'm so hungry I could eat an apple and a banana.' 'I'm so hungry I could eat an apple and a banana and a carrot etc.'*

**Colour Connections:** *All you have to do is tell your child a basic colour and challenge them to tell you twenty items that are this colour- get them to do fifty items if they are older. You can make it even more difficult by setting a time limit and make them race against a sibling.*

**Who lives in there?** Invent stories about people in houses that you pass. What do you think they work as? What's their favourite food? Where do they go on holidays? Go into lots of detail such as are they afraid of spiders or what makes them happy? Give them names, hobbies, pets and so on.

**20 Questions:** One person sits in the hot seat. The other players can ask up to 20 yes or no questions to find out what they are. Are you a colour? Are you a person? Are you an animal? Do you have four legs? Do you have stripes?

**Don't say YES or NO:** One person asks the other a question to which yes or no is the obvious answer. For example, 'Do you live in a house?' The other person has to answer the question without saying yes or no. If they make a mistake and say yes or no then they lose and get to ask the question.

**What's the story?** Make up your own story. Each person contributes a line that builds up a story, one sentence at a time. I know a boy called Tom. He's a funny boy. He has a dog called Fetch who fetches sticks but never brings them back. One day...

**Talk about a given topic for one minute nonstop:** This is played with two or more players and only one person speaks at a time. The other players chose the speaker's topic. The speaker must talk for one minute nonstop. The harder the topic the harder it is to talk consistently. The time can be increased or decreased accordingly.

**Enjoy, and talk, talk, talk 😊**